

Grade 2 General Music

Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in second grade receive two thirty-minute classes of music instruction per week.

Course Overview

Course Goals

Students should:

- sing alone and with others, a varied repertoire of music.
- perform on instruments, alone and with others, a varied repertoire of music.
- improvise rhythm and melodic patterns.
- read and notate music.
- listen to, analyze, and describe music.
- evaluate music and music performance.
- perform multicultural music.
- perform creative movements and organized dances (adapted from State Dance Standards).

Essential Questions

- What is the difference between beat and rhythm?
- How do you use your singing voice?
- How are melodic patterns organized to make music?
- How is a melody created?
- What is harmony?
- How do different tonalities affect music?
- Why do we add accompaniment to a song?
- How do you maintain rhythmic and/or melodic independence?
- What is form?
- What determines a style of music?
- Does the music from different cultures sound different?
- What is timbre?
- What is the relationship between movement and sound?
- What is musical playing?

Assessment

Grade Two Assessment

Content Topics	Standards	Grade Level Skills
I. Rhythm II. Melody III. Harmony IV. Form V. Style VI. Movement VII. Vocal Development VIII. Instrumental Development	Connecticut Arts Curriculum Framework Music Standards Connecticut State Music Standards are met in the following areas: <ul style="list-style-type: none"> • <i>Vocal</i> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Read and Notate</i> • <i>Analysis</i> • <i>History And Cultures</i> From Connecticut State Dance Standards: <ul style="list-style-type: none"> • <i>Identify and Perform</i> • <i>Culture and History</i> 	Students will: <ul style="list-style-type: none"> • Read, perform, and create rhythms in duple and triple meter. • Perform music written in the treble clef. • Accompany songs with Orff instruments. • Identify and perform AB and ABA forms. • Perform multicultural songs. • Improvise and perform dances. • Demonstrate appropriate vocal and ensemble skills and follow a conductor. • Demonstrate correct unpitched percussion and mallet technique.

Content Topic 1 – Rhythm [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:



- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- echo short rhythms and melodic patterns.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

<p>Unit Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate the pulse/beat in duple, triple and compound meters. demonstrate meter as groupings of accented and unaccented beats. identify bar line, measure, double bar line and grouping of beats. demonstrate patterns using rhythmic values: <p>Simple:</p>  <p>Compound:</p>  <ul style="list-style-type: none"> demonstrate contrasts in tempo. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What is the difference between beat and rhythm? <p>Focus Questions</p> <ul style="list-style-type: none"> What is rhythm? How is playing the beat different from playing the rhythm? How are beats grouped? Does the music move in 2 or 3? What is tempo? What words could you use to describe different tempi? 	<p>Assessment</p> <ul style="list-style-type: none"> Grade Two Assessment <p>Skill Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> perform varied meters with accented and unaccented beats. sing, play, improvise, read and notate designated rhythms. read and notate bar lines, measures, double bar lines and groupings of beats
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Content Topic 2- Melody [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will echo short rhythms and melodic patterns.

Notation

Students will read and notate music.

Students will use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.

Analysis

Students will listen to, describe and analyze music.

Students will demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

Unit Objectives

Students will be able to:

- differentiate between upward and downward melodic contour.
- identify pitches that skip, step, or repeat in a melody.
- identify and perform Do-Re-Mi and Sol-Mi-La patterns.
- identify the translation of melodic patterns to the staff, including Do-Re-Mi and Sol-Mi-La.
- perform, alone and with others, a varied repertoire of songs representing genres and styles.

Essential Questions

- How do you use your singing voice?
- How are melodic patterns organized to make music?
- How is a melody created?

Focus Questions

- How do you find your head voice?
- How do you describe the difference between high and low sounds?
- How are high and low sounds represented on the staff?
- What is the difference between skips, steps, and repetitions?
- How are Do-Re-Mi and Sol-Mi-La represented on the staff?

Assessment

- Grade Two Vocal Solo

Skill Objectives

Students will:

- sing, play, read, and notate skips, steps, and repetitions in a melody.
- sing, play, read, notate and improvise Do-Re-Mi and Sol-Mi-La patterns.
- translate Do-Re-Mi and Sol-Mi-La melodic patterns to the staff.
- sing (alone and with others) and move to a varied repertoire of songs.

Content Topic 3-Harmony [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing ostinatos, partner songs and rounds.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- perform independent instrumental parts while other students sing or play contrasting parts.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Unit Objectives

Students will be able to:

- perform music in varied tonalities.
- perform a song or rhyme with rhythmic ostinato.
- perform a two-part rhythmic score.
- perform simple two-part canons and rounds.
- perform a song or rhyme with a bordun (Chord, Broken) accompaniment.

Essential Questions

- What is harmony?
- How do different tonalities affect music?
- Why do we add accompaniment to a song?
- How do you maintain rhythmic and/or melodic independence?

Focus Questions

- Can you sing the resting tone in major and minor songs?
- How do you read rhythmic and melodic scores?
- What is an ostinato?
- What is a round?
- What is a bordun?

Assessments

- Grade Two Assessment

Skill Objectives

Students will:

- perform rhythmic ostinati on unpitched instruments while singing.
- play and read a two-part rhythmic score.
- perform simple two-part canons and rounds through singing and moving.
- sing and play songs and rhymes with a broken bordun on classroom instruments.

Content Topic 4-Form [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing ostinatos, partner songs and rounds.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.

Unit Objectives

Students will be able to:

- demonstrate the differences between the A and B sections within AB and ABA form.
- perform simple two-part canons and rounds.
- identify the single bar line, double bar line, measure, and the repeat sign.

Essential Questions

- What is form?

Focus Questions

- What is a phrase?
- How are these phrases different?
- What is the difference between the A and B sections of a piece?
- What is a round?
- Can all songs be sung as rounds?
- What symbols are used to organize music on a staff?

Assessment

- Grade Two Assessment

Skill Objectives

Students will:

- sing, play and read same and different phrases.
- sing simple two-part canons and rounds.
- read musical symbols, including single bar line, double bar line, measure and the repeat sign.

Content Topic 5-Style [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Composition

Students will compose and arrange music.

Students will:

- create and arrange music to accompany readings or dramatizations.
- use a variety of sound sources when composing.

Notation

Students will read and notate music.

Students will:

- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe in simple terms how elements of music are used in music examples from various cultures of the world.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> perform the music of many cultures. demonstrate contrasts in dynamics. group classroom instruments (pitched and unpitched) by timbre. identify orchestral percussion instruments. create dramatizations, sound accompaniments and movement improvisations for stories, rhymes and poetry. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> What determines a style of music? Does the music from different cultures sound different? What is timbre? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Grade Two Assessment
	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> How does music from different countries/cultures vary? How does the difference in loud and soft affect the mood of the music? What are the characteristics of instruments in the percussion family? How do you choose different sounds to express a musical idea? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> sing, listen and move to music of varied cultures. sing, listen and move to music with contrasting dynamics. listen to and differentiate between orchestral percussion instruments. create and perform dramatizations, sound accompaniments and movement improvisations for stories, rhymes and poetry.

Content Topic 6-Movement [top](#)

Standards - Music

Analysis

Students will listen to, describe and analyze music.

Students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Standards- Dance

Elements and Skills

Students will identify and perform movement elements and dance skills.

Students will:

- demonstrate nonlocomotor movements.
- demonstrate eight basic locomotor movements, traveling forward, backward, sideward, diagonally and turning.
- demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels; defining and maintaining personal space; demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- identify and demonstrate basic dynamic contrasts.

History and Culture

Students will demonstrate an understanding of dance in various cultures and historical periods.

Students will perform folk dances from various cultures with competence and confidence.

Unit Objectives

Students will be able to:

- identify personal space through creative movement.
- demonstrate contrasting elements in movement.
- demonstrate a wide range of dynamic/movement qualities.
- demonstrate partner skills.
- demonstrate non-locomotor and locomotor movements.
- demonstrate moving to a musical beat.
Levels I – IV Beat Coordination
(Weikart)
- describe non-locomotor, locomotor and organized dance movements using appropriate vocabulary.
- perform folk dances from various cultures.

Essential Questions

- What is the relationship between movement and sound?

Focus Questions

- How does the movement match the music?
- How do you organize movements to music?
- How do partners work together?
- What words can you use to describe movements?

Assessment

- Grade Two Assessment

Skill Objectives

Students will:

- perform a wide range of dynamic/movement qualities.
- dance cooperatively with partner.
- move to a musical beat.
- perform non-locomotor, locomotor and organized dance movements and use appropriate dance vocabulary.
- perform folk dances from various cultures.

Content Topic 7-Vocal Development [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Unit Objectives

Students will be able to:

- demonstrate appropriate singing posture for both standing and sitting positions.
- demonstrate a natural breathing motion.
- demonstrate high/low registers of the singing voice.
- demonstrate use of head voice.
- demonstrate ability to match pitch with accurate intonation.

Essential Questions

- How do you use your singing voice?

Focus Questions

- How do you sit or stand to sing?
- How does breathing affect vocal tone?
- How do you find your head voice?
- Can you tell the difference between your head and chest voice?
- How can you tell if you are singing in tune?

Assessment

- Vocal Development Assessment

Skill Objectives

Students will:

- sing with appropriate posture while sitting and standing.
- sing with a natural breathing motion
- sing in high and low vocal registers.
- sing using head voice with accurate intonation.
- echo sing patterns and phrases.

Content Topic 8-Instrumental Development [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Unit Objectives

Students will be able to:

- demonstrate correct pitched and unpitched percussion technique.
- demonstrate correct mallet technique.

Essential Questions

- What is musical playing?

Focus Questions

- What is the difference between pitched and unpitched instruments?
- What is resting position?
- How do you hold the mallets?
- How do you produce a proper tone on pitched and unpitched percussion instruments?
- How do you remove and replace the bars on the pitched percussion instruments?

Assessment

- Grade Two Assessment

Skill Objectives

Students will:

- play pitched and unpitched percussion instruments with correct technique.